THE OHIO ALUMNUS

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The Ohio Alumnus

July, 1934

"Imagination and Objectivity Of Mind" Subject of Address

Baccalaureate Sermon Delivered by Dean Luther Allan Weigle of Yale University Divinity School

COMING to Ohio University, one of whose founders was a graduate of Yale University, Dean Luther Allan Weigle, another distinguished son of the famous New Haven school, delivered the baccalaureate sermon, June 3, to 321 seniors and their friends in Alumni Memorial Auditorium.

Soloist for the Sunday morning service was Prof. Phillip Peterson, tenor, of the School of Music, who was accompanied by Prof. Allen R. Kresge, also of the music school.

As a basis for his sermon the Yale Divinity School dean read the 26th chapter of I Samuel. The scripture and the sermon are reproduced as follows:

I Samuel, Chapter XXVI.

And the Ziphites came unto Saul to Gibeah saying, Doth not David hide himself in the hill of Hachilah, which is before Jeshimon?

Then Saul arose, and went down to the wilderness of Ziph, having three thousand chosen men of Israel with him, to seek David in the wilderness of Ziph.

And Saul pitched in the hill of Hachilah, which is before Jeshimon, by the way. But David abode in the wilderness, and he saw that Saul came after him into the wilderness.

David therefore sent out spies, and understood that Saul was come in very deed.

And David arose, and came to the place where Saul had pitched: and David beheld the place where Saul lay, and Abner the son of Ner, the captain of his host: and Saul lay in the trench, and the people pitched round about him.

Then answered David and said to Ahimelech the Hittite, and to Abishai the son of Zeruiah, brother to Joab, saying, Who will go down with me to Saul to the camp? And Abishai said, I will go down with thee.

David and Abishai came to the people by night: and, behold, Saul lay sleeping within the trench, and his spear stuck in the ground at his bolster: but Abner and the people lay round about him.

Then said Abishai to David, God hath delivered thine enemy into thine hand this day; now therefore let me smite him I pray thee, with the spear even to the earth at once, and I will not smite him the second time.

And David said to Abishai, Destroy him not: for who can stretch forth his hand against the Lord's anointed, and be guiltless?

David said furthermore, As the Lord liveth, the Lord shall smite him; or his day shall come to die or he shall descend into battle, and perish.

The Lord forbid that I should stretch forth mine hand against the Lord's anointed: but, I pray thee, take thou now the spear that is at his bolster, and the cruse of water, and let us go.

So David took the spear and the cruse of water from Saul's bolster; and they gat them away, and no man saw it, nor knew it, neither awaked: for they were all asleep; because a deep sleep from the Lord was fallen upon them.

Then David went over to the other side, and stood on the top of an hill afar off; a great space being between them:

And David cried to the people, and to Abner the son of Ner, saying, Answerest thou not, Abner? Then Abner answered and said, Who are thou that criest to the king?

And David said to Abner, Art not thou a valiant man? and who is like to thee in Israel? wherefore then hast thou not kept thy lord the king? for there came one of the people in to destroy the king thy lord.

This thing is not good that thou hast done. As the Lord liveth, ye are worthy to die, because ye have not kept your master, the Lord's anointed. And now see where the king's spear is, and the cruse of water that was at his bolster.

And Saul knew David's voice, and said, Is this thy voice, my son David? And David said, It is my voice, my lord, O king.

And he said, Wherefore doth my lord thus pursue after his servant? for what have I done? or what evil is in mine hand?

Now therefore, I pray thee, let my lord the king hear the words of his servant. If the Lord have stirred thee up against me, let him accept an offering; but if they be the children of men, cursed be they before the Lord; for they have driven me out this day from abiding in the inheritance of the Lord, saying, Go, serve other gods.

Now therefore, let not my blood fall to the earth before the face of the Lord: for the king of Israel is come out to seek a flea, as when one doth hunt a partridge in the mountains.

Then said Saul, I have sinned: return, my son David: for I will no more do thee harm, because my soul was precious in thine eyes this day: behold, I have played the fool, and have erred exceedingly.

And David answered and said, Behold the king's spear! and let one of the young men come over and fetch it.

The Lord render to every man his righteousness and his faithfulness: for the Lord delivered thee into my hand to day, but I would not stretch forth mine hand against the Lord's anointed.

And, behold, as thy life was much set by this day in mine eyes, so let my life be much set by in the eyes of the Lord, and let him deliver me out of all tribulation.

Then Saul said to David, Blessed be thou, my son David: thou shalt both do great things, and also shalt still prevail. So David went on his way, and Saul returned to his place.

Dean Luther Allan Weigle

Tradition has so idealized David that we tend to forget that he was a rough, passionate, red-bearded soldier of fortune. He was a crafty strategist, who won by deceit as often as by force. He had an uncanny knack of turning to advantage the mistakes and foibles of others, and like a cat adroitly falling on his feet. He could, on occasion, be as unscrupulous as Metternich or Napoleon.

He was a born leader. He had a way with women that made them readily compliant with his desires. He had a way with men that bound them to him in loyalty so reckless that they would risk their lives at the suggestion even of his whim.

David was an outlaw, fleeing for his life from the malice of King Saul. He sought refuge in a cave in the wilderness. Hither came to him, says the ancient chronicler, "everyone that was in distress, and everyone that was in debt, and everyone that was discontented"; and he welded this motley crew into an army that won a kingdom. Incidentally, he was what in these days we would call a racketeer, for he and his followers exacted tribute from wealthy owners of lands and flocks as payment for a "protection" which they did not ask or want.

Yet here David resists a great temptation. Saul has brought an army of three thousand men into the wilderness, determined to find David and put him to death. With characteristic daring, David decides to visit Saul's camp at night, taking with him but one of his followers. By a lapse of military discipline so strange and exceptional that the chronicler accounts it a miracle, they find all of Saul's army asleep.

David and Abishai stealthily penetrate to the inner circle of wagons, drawn up in barricade to protect the king. There they find Saul. And he too lies lost in a sleep so deep that it is like the spell of a magician or a miracle of God. It is the chance of a lifetime, thinks Abishai. He whispers quickly to David — a whisper which begins like the lilt of a flute and ends like the hiss of a serpent: "God hath delivered up thine enemy into thy hand this day: now therefore let me smite him with the spear to the earth at one stroke, and I will not smite him the second time."

It was a tremendous temptation. Most men in David's place would have yielded to it. But not he. To Abishai's amazement, he shakes his head in refusal. "Destroy him not, for who can put forth his hand against the Lord's anointed and be guiltless?"

That is a dramatic, unexpected turn to the adventure. If we know anything about David, we are as surprised as Abishai. His decision confronts us with a problem in human psychology. What caused David, who did not hesitate at deliberate, cold-blooded murder in furtherance of his ends, to reject so perfect an opportunity to destroy his foe? What inhibited within him the powerful drives of self-preservation, revenge, ambition, that reinforced Abishai's suggestion?

The answer lies, I think, in the name by which David refers to Saul. It is different from that which Abishai used. Abishai called him "thine enemy"; David calls him "the Lord's anointed".

Abishai had a single-track mind. He thought of but one thing, that here was the body of Saul, who could be slain by a single stroke of the spear. But David saw more. He saw, not only Saul, but the prophet Samuel, the tribes of Israel, the emerging kingdom so essential to the welfare of his people, the will and purpose of God. David had imagination. From the standpoint of the psychology of human motives, we have in this old story a case of impulse checked by imagination, imagination disciplined by purpose, and purpose conceived in objectivity of mind.

It may be objected that David's scruple was superstitious, that he feared to break the taboo that hedges and protects a king. I doubt that, however. Two facts stand opposed to this easy explanation of his conduct. One is the fact that David too had been anointed in the name of the Lord by the prophet Samuel, who

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foretold that he should be king in succession to Saul. If Saul was taboo as the Lord's anointed, so was David taboo; and no taboo is as fearful to those on the inside as to those without. The other fact is that David was accustomed to break taboos when these stood in his way. Even Jesus [himself], when accused of breaking the ceremonial law, referred to the precedent set by David, [when he and his men ate the sacred bread from the table in the tabernacle of God, which was not lawful for them to eat.] Taboos did not greatly trouble David. His refusal to slay Saul was not due to superstitious fear of the divinity that doth hedge a king.

David's forbearance was due, rather, to the fact that he stopped to think. He had not been trained by the slogans of modern advertising to "obey that impulse" or taught by popular psychology the evil inward effects of repressing an instinct. He was an unsophisticated human being who stopped to think, who let his impulse be checked by imagination.

Just what he thought we do not know. But we can make a fairly good guess. He thought quickly of the consequences of thus killing Saul. In imagination there passed before his mind's eye, in swift dramatic rehearsal, the probable outcomes of such a deed. In imagination he foresaw what men would think and say and do; and from what he thus foresaw he turned away.

David's concern was for the kingdom. The cause that he lived and strove for was that a stable government of his people might be established and endure, and that they might win and hold their place under the sun. The tribes of Israel had found it hard to give up their nomad ways, and for more than a century after the death of Joshua their quarrels with one another made them easy prey for the better organized nations around them. "In those days there was no king in Israel: every man did that which was right in his own eyes," mourns the chronicler at the close of each wild tale of bloody adventure and defeat. Finally, acting in the name of God, the prohpet Samuel had chosen Saul and had anointed him king. Under Saul's rule, the nation had begun to take form and to acquire unity. Whatever Saul's faults, he was the king, the Lord's anointed, the symbol and center of the hopes of the Hebrew people. To assassinate him, in the interest of personal revenge, would be disastrous to the kingdom. It would start a feud. Israel would split again into warring camps, and be at the mercy of their enemies. That David must not, will not do. His decision is made. Imagination conquers impulse.

Yet the victory is not to imagination alone. The power lies in imagination disciplined and steadied by purpose. Without purpose, imagination may becloud the issue. It may [actually] become an instrument of self-deception, covering actual motives with a gilding of respectability and rationalization that hides their real character. A classic passage in William James' "Psychology" describes how, in cases like this [of David and Saul] *Continued on p. 11*

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Editorial Comment . . .

LAST CALL! The fiscal year has closed and the Ohio University Alumni Association finds itself some three hundred dollars in debt to creditors who did business with it in good faith and with whom contracts were entered into by the association in equally good faith.

The carefully and conservatively drawn budget of the past year was upset by the failure or inability of a number of alumni to renew their annual memberships. In some cases the personal situation was that of utter impossibility; in others, neglect. There are teachers in Athens county whose salaries are in arrears for all of 1934, to date, and prior to last Christmas. Many of these persons have been loyal and continuous supporters of the alumni association. On the other hand . . . well, who is the Alumni Secretary to say who can and who cannot afford to support the association. He cannot escape the feeling, however, that there are a great many of his constituents who recognize the need for the organization and who have the means to support it but who, as a result of neglect and procrastination, have failed to mail in their checks.

A three hundred dollar deficit may seem trivial to some but it represents a comparatively large burden to the association. It will be a real handicap to the work next year. Can't we clean it up this summer and be able to start from "scratch" in the fall?

DOZENS of letters are coming to the Alumni Office these days with closing sentences something like this: "And if you want me to help again please don't hesitate to call upon me."

These letters are in reply to earlier ones sent out from the campus enlisting the aid of alumni in the work of contacting prospective students in the home communities who have given some indication of interest in Ohio University.

To all the writers of such letters the university administration and the Alumni Secretary desire to express sincere appreciation. And to that much larger group of alumni whose assistance has not been directly solicited but who are continually on the alert to find and direct new students to the campus of their alma mater, we desire to express equally sincere thanks.

While it is impossible to predict what the enrollment at Ohio University will be this fall, from present indications one seems entirely warranted in expecting an increase over last year's attendance. If Ohio grads will continue to aid in every proper way the hoped for increase will become a reality in September, just as it has been a reality in the current Summer Session.

In working for Ohio University it is always well to bear in mind, of course, that a friendly offer of information, with no high-pressure methods or efforts at proselyting, will win the confidence and the gratitude of a prospective student and may make a matriculant of him sooner or later. Let this be the method of approach in all cases.

RUMORS WITHOUT warrant or foundation in fact, concerning an exceptionally heavy loss in student enrollment at Ohio University during the second semester of the recent school year and a consequent necessity for releasing a large number (varying in the reports from 25 to 70, of faculty members, have come to the Secretary's ears from enough sources and directions to cause him concern.

Just why, or by whom, these absurd and wholly false reports should be set afloat is not known. It is highly important, nevertheless, that the stories be refuted and that truthful reports be substituted for them.

Starting the new year last September with an enrollment (exclusive of night and Saturday students) of approximately 2,200 students, this figure was diminished in February by the graduation of 63 persons and the voluntary and involuntary withdrawal of other persons, to a total of 2,050. A normal second semester loss due to graduations and all other reasons has been for several years approximately 150 students. Since the withdrawals during the progress of the second semester were almost negligible, in spite of the financial strain under which a large number of students were laboring, it can easily be seen that to end the year with an enrollment of 2,050 was quite normal and not grounds for the stories that were abroad.

As for the faculty story, the Board of Trustees effectively "scotched" it when they announced that only five members of the teaching staff would have to be released. It is to be regretted, of course, that any one should have to go but where, in Ohio or in the country at large, is there a university as large as ours which has fared as well through these five depression years. The persons affected by the orders of the Board were in departments which had suffered the greatest losses in enrollment and where the continued maintenance of the regular staffs could not be justified. The cut was one of less than 3 percent of the total teaching force.

Every Ohio alumnus should take occasion to correct stories of the nature of those referred to above whenever they come to his attention. This misinformation is probably not widespread but it can be very damaging when transmitted to persons who are considering entering Ohio University.

Your alma mater is very much a live and going concern. Any reports to the contrary have arisen out of ignorance of the facts or of a malicious intent to injure the school.

Senior Member of University Faculty Chosen To Head Alumni Association for Coming Year

One Thousand Attend Picnic Under "The Elms" --- Slutz and Fields Win Golf Trophies --- Band Concert Draws Crowd --- Prof. C. M. Copeland Retires

THE annual business meeting of the Ohio University Alumni Association was held in Alumni Memorial Auditorium Saturday afternoon, June 2, at 4:30.

Because of the comparatively small number of alumni present the program, presided over by Rhys D. Evans, '09, national president, was made as informal as possible.

A. A. ATKINSON, '91

Reports were given by the treasurer, William H. Fenzel, '18, and the Alumni Secretary which showed a net loss of 173 members for the year and a deficit in the association treasury of $326.25. The deficit was the first of the depression "era" and was incurred in spite of careful budgeting.

As chairman of the Nominating Committee, Lorin C. Staats, '26, presented the report of his committee which was accepted. Upon a motion duly seconded the nominees were made the official slate and were unanimously elected to the various offices of the association.

The 1934-35 officers: President, Albert A. Atkinson, '91; vice-president, Robert E. Rucker, '14; secretary, Clark E. Williams, '21; and treasurer, W. H. Fenzel, '18.

President Atkinson is professor of electrical engineering and physics at Ohio University where he is the senior member of the faculty in point of service.

Vice-President Rucker, president of the Franklin County Alumni Chapter, is a special agent for a firm of insurance brokers in Columbus.

Secretary Williams and Treasurer Fenzel were re-elected to succeed themselves, the former for the thirteenth successive term and the latter for the eleventh time.

In accordance with custom, the outgoing president assumes the chairmanship of the three-member executive committee. Retiring President Evans, who is director of physical research for the Goodyear Tire & Rubber Company, Akron, was therefore confirmed for the chairmanship. As associates of Mr. Evans on the committee Miss Marjorie Cattell, '14, Steubenville high school instructor, and H. L. Sullivan, '19, superintendent of the Marietta public schools, were named.

Before adjournment to the picnic line, in which those attending the alumni meeting were given preferred positions, extemporaneous responses were elicited from a number of persons including Dr. L. B. Nice, '08, Columbus; Dr. K. O. English, '23, Chicago; and Past President Frank B. Gullum, '07, Athens.

WINNER of the 18-inch silver trophy contested for by 25 entrants in the annual Alumni Golf Tournament, a medal handicap affair, was Raymond M. Slutz, '12, associate professor of English on the Ohio University faculty, with a low net score of 66. Coach Brandon T. Grover, '19, who carries the lowest handicap rating (3) at the Athens Country Club, turned in a low gross score of 75.

The Alumnae Tournament, with a small enrollment, was won by Miss Louise Field, head of Lindley Hall and associate professor of history.

C. M. COPELAND, '96

AS USUAL the Commencement Picnic, held on the front campus under the beautiful McGuffey Elms, was the most enjoyable social event of the commencement period. One thousand persons were served a bountiful and tasty supper which was prepared by members of the dormitory and cafeteria staffs under the direction of Miss Mabel Swanson, instructor in home economics and director of dining halls.

Pictures of the happy throng of picnic guests — among whom are alumni, seniors and their guests, and members of the faculty — will be found elsewhere in this magazine.

The Commencement Play, presented by the department of Speech and Dramatic Art, under the direction of Prof. William H. Cooper, assisted by Vincent Jukes, '30, of the same department, was Sheakespeare's "Romeo and Juliet." This very successful production was featured by the final appearance of a number of graduating Thespians, exceptional costuming, and effective sets designed and constructed by members of the Playshop group.

AT the meeting of the Board of Trustees on June 2 the resignations of two members of the faculty were accepted. Ill health forced the retirement of Charles M. Copeland, '96, long-time director of the School of Commerce and professor of accounting. Dr. Blaine M. DeLancey resigned to accept the head professorship of English at the State Teachers College at Brockport, N. Y.

Dean A. H. Armbruster of the School of Business Administration at the University of Pittsburgh has accepted the appointment of the Board as successor to Professor Copeland. Professor Armbruster is a graduate of Western Reserve and Harvard Universities and has been a member of the faculties of Yale University and the University of Pittsburgh.

A year's leave of absence was granted to A. W. Boetticher, '17, associate professor of civic biology and botany, while a

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Commencement Speaker Is Clinton P. Biddle of Harvard

Member of Class of 1917 Returns to His Alma Mater To Deliver Address and Receive Honorary Degree

Dean Clinton Poston Biddle

CHOOSING as his subject, "The Student of Today — The College of Tomorrow," Clinton Poston Biddle, '17, professor of Investment Banking, director of Research, and associate dean of the Harvard Graduate School of Business Administration, on Monday, June 4, addressed his alma mater's largest graduating class in the final exercises of the 1934 commencement season.

Following the awarding of degrees and diplomas to the seniors and two-year graduates, honorary degrees were conferred upon the two commencement speakers by President Elmer Burritt Bryan "on the authority of the State of Ohio and by vote of the Trustees of Ohio University." Dean Weigle was given the degree of Doctor of Sacred Theology (S. T. D.) while Dean Biddle was awarded the degree of Doctor of Laws (LL.D.).

Dean Biddle's address:

From Stonington, Connecticut, to the eastern entrance of Long Island Sound there lies three miles of broken water; rocks, shoals, reefs abound, but a safe channel is marked by four buoys. In clear weather you can easily see from one buoy to the next. Youngsters learn to sail in the sheltered eastern end of Long Island Sound. When you are cruising eastward even the youngest of these budding sailors will name off the buoys: Stonington Breakwater, Latimer Reef, Napatree Point, Watch Hill Bell. But as you continue eastward and leave Watch Hill Bell on the starboard, you glance back at Watch Hill Light and reach for your charts, for this is your point of departure. The sheltered waters of Long Island Sound have been left behind and you are in the Atlantic. Navigation by eye from buoy to buoy is no longer possible. You must rely upon compass, charts, and tide tables.

It's a glorious feeling as you leave Watch Hill Bell and rise to the first roll of the Atlantic. But as you quickly slide down the other side there is a kind of a sinking feeling, that [well] — isn't so glorious.

Many of you today are leaving Watch Hill Bell on the starboard. You have learned to sail in sheltered waters and are now going outside, and you reach for the charts and glance back to get your point of departure. The weather is foggy and the charts are indistinct. Many have been the sailors who have pondered when they reached this point and have asked — what shall my course be — what shall I do. Or to phrase it as I have so frequently heard it in the last four years — what course can I take — what can I get to do. Thousands of sailors are coming to this buoy and are perplexed, more thousands of parents are questioning the wisdom of having encouraged their sons and daughters to undertake this cruise, and a large group of socially minded people are becoming disturbed by the increasing group of boats, huddled together in the fog just off Watch Hill Bell, who cannot read the charts, who have no compass, prepared for life — not wanted, huddled betwixt and between — lost, bewildered, discouraged. Indeed it is a serious problem.

There have been years when the sky was not so foggy, the directions on the charts were not so faded, and the immediate course was easy to determine. Students graduating in '17 and '18 almost automatically went into Army, Navy or war work and the problem while not being answered, was postponed. After a few foggy days of a perplexing period immediately following we arrived at what seemed the golden period of opportunity. Teaching, law, medicine and business each offered a gilded chart with complete and plain directions to those who thought of entering these professions; the attractions and hardships were detailed — but more particularly the attractions of the unlimited opportunities of their individual careers.

But still more recently these gilded charts with their full directions have faded out and we are told that there is a dangerous passage on almost every course. Which way can I go? What can I get to do? You may recall the Bellman's Speech:

The Bellman himself they all praised to the skies—
Such a carriage, such ease and such grace!
Such solemnity, too! One could see he was wise,
The moment one looked in his face!

He had bought a large map representing the sea,
Without the least vestige of land:
And the crew were much pleased when they found it to be
A map they could all understand.

"What's the good of Mercator's North Poles and Equators,
Tropics, Zones, and Meridian Lines?"
So the Bellman would cry: and the crew would reply
"They are merely conventional signs!

"Other maps are such shapes, with their islands and capes!
But we've got our brave Captain to thank"
(So the crew would protest) "that he's bought us the best—
A perfect and absolute blank!"

You may have listened with sinking heart to wiseacres who have an apparently plausible concept that the graduating college student is the most pitiful victim of the depression—facing a changing social order where jobs and opportunities are miscroscopic and where luck alone has the upper hand. For more than four years the depression has been the burden of dinner-table conversation the length and breadth of the land. Not only do

we talk about it incessantly, but we carelessly bandy about certain rigid ideas, among them the thought that young men and women with college training find no opportunity in this economic chaos.

Let me tell you a story to illustrate how easily one may become obsessed with such ideas.

A little over three years ago in the Dean's Office of the Business School the junior deans were discussing the problem of what we were going to do about placing some four hundred men in June. Throughout the winter the fear of June and placement had been hovering in the back of every dean's mind, but we covered it up. Finally students began to come in the Dean's office with the dreaded question — Do you think there will be any jobs for us? Too well had the training of both deans and students prepared them for the answer. Declining indices of production, smaller bank clearings, falling commodity prices and increasing unemployment with which we were all familiar plainly indicated the answer.

A meeting in the office was called — the chief was not there, and many were the suggestions and evasions in the face of the plain fact that four hundred boys had prepared for jobs and needed them, some very badly. This group was crushed because they had thought and talked and knew too much about the depression. They had caught a rigid idea — that young men with a profesional training could find no opportunities in business.

And then the chief walked into the meeting. "What's this?" he asked. We replied that we were trying to figure out what to do with the four hundred boys graduating in June. "Fine," he replied, "and what is your answer?" At last it was out in the open. At least that was a relief to most of us. "Some of the boys can afford another year of graduate training," was among the excuses flung thick and fast, but we didn't get far. "That is all 'bunk'," the chief cut in. "These boys want jobs. This afternoon I'm going to tell them that you are going to get them jobs, and you can't do it sitting around here moping about the depression. Get out and see people — get the boys jobs and don't come back until you do."

If I recall it accurately, there was a faint murmur after the chief left the meeting that he was a crazy optimist or words to that effect.

But that afternoon he told the students that they would get jobs and we hit the rails and walked the streets, and the indices went on down and the boys got jobs.

It wasn't an accident because the next graduating class got jobs and the next after that — it was just a rigid idea that was wrong—absolutely and utterly wrong.

But what about the college graduate, you ask, who may not have as definite a preparation for his undertakings as the graduate student? What about him and opportunities?

It has been my fortunate experience each year to talk with many seniors about their future. Many of these I find are going on with profes-

Seniors Take "The Long Walk"

sional training. Additional broad professional training for both men and women has been found of advantage in getting a toe-hold in our complex economic society. Years ago the young man entering medicine rolled pills in a doctor's office, rode the rounds of the village physician, and eventually acquired sufficient knowledge to enter practice for himself. Law schools have shortcut the long apprenticeship in the attorneys' office. Business schools have arisen to train men for business. Many professional careers are open to women which twenty-five years ago existed for men alone. Those entering the sciences or applied sciences find graduate training almost a necessity.

But here again enters the depression. "College has cost so much and I just can't afford it." Is this another rigid idea?

Let me again turn to the group of graduate students I know best. The Business School is often erroneously thought of as a rich man's school. This is not true. The cost of securing a training may seem high when compared with tax-supported institutions, but the student body is not rich. During the last four years more than half of our student body put themselves through. The first real impact of the depression on many a student was when he discovered that his parents could no longer finance his education. But youth is resilient, and lack of money seldom warps its personality, or dims its enthusiasm or changes its direction. The young man may tighten his belt and shift for himself because dad and mother have younger children at home, and it is their turn. But he does it with a grin.

Of course, some give up their plans for continuing their education. Some are forced to do this—others lack the necessary zest and drive to accomplish the task. It calls for strength, and will power, and resourcefulness to go it alone. But I am struck with the number that do the impossible and carry on. They are opportunists, these young men; and those who believe in themselves, and have the proper encouragement from home, go on with singleness of purpose.

It isn't easy in Cambridge to take a graduate course that requires sixty or seventy hours a week and finance yourself in a strange and different community. Loan funds and scholarships won't do it all. As a matter of fact if you attempt to work it out on paper it can't be done, but every day you see it being done in the graduate school, the law school, the medical school. You don't have to worry much about those who do it — they will get on.

But what about those who don't continue their education? In many cases you have completed the prescribed period of training for your careers and although I have no intimate evidence or personal familiarity with the problem I feel confident that with thorough preparation, resourcefulness, determination and grit you will not fare differently from your brothers and sisters whose chosen careers have a longer prescribed period of training.

You are stepping forth in a world of change, the security and stability of bygone times seem to be lost. The charts are faded, the well defined courses which your brothers and sisters took for a glorious "hunting of

the Snark" in the 20's are a blank. Some of them have been reported to end on desert islands. But does this mean that opportunity for youth no longer exists?

In primitive societies which still exist because there has been no change, children are born to perform the same ritual that their fathers performed before them — in thousands of years there has been no change and no opportunity.

President Eliot in commenting on a more advanced society said: "The gypsy in Asia Minor makes iron nails one at a time with a hammer on an anvil, just as his ancestors did before him for hundreds of years. I have seen him doing it; but I also observed that his small children were stark naked and that his larger ones had only one garment."

In order to get a proper view of the present situation and what it promises in opportunities for youth let us look at it from two quite different angles. First, from the long time aspect and secondly, from the point of view of contemporary conditions.

Professor Whitehead in his essay on *Foresight* presents in a page or two a remarkable long time point of view. After pointing out that social life is founded upon routine and that a complete understanding of routine and a complete routine is never realized, but is constantly being affected by progressiveness which discriminates communities of mankind from communities of insects, he continues:

"Further, this great fact of progressiveness, be it from worse to better or from better to worse, has become of greater and greater importance in Western Civilization as we come to modern times. The rate of change has increased even in my lifetime.

"The recent shortening of the time-span between notable changes in social customs is very obvious, if we examine history. Originally it depended upon some slow development of physical causes. For example, a gradual change of physical configuration such as the elevation of mountains: the time-span for such a change is of the order of a million years. Again, a gradual change of climate: the time-span for such a change is of the order of five thousand years. Again a gradual over-population of the region occupied by some community with its consequent swarming into new territories: having regard to the huge death-rate of pre-scientific ages, the time-span for such a change was of the order of five hundred years. Again, the sporadic inventions of new technologies, such as the chipping of flints, the invention of fire, the taming of animals, the invention of metallurgy: in the pre-scientific ages, the average time-span for such changes was, at least, of the order of five hundred years. If we compare the technologies of civilizations west of Mesopotamia at the epochs 100 A. D., the culmination of the Roman Empire, and 1400 A. D., the close of the Middle Ages, we find practically no advance in technology. There was some gain in metallurgy, some elaboration of clockwork, the recent invention of gun powder with its influence all in the future, some advance in the art of navigation, also with its influence in the future. If we compare 1400 A. D. with 1700 A. D., there is a great advance; gunpowder, and printing, and navigation, and the technique of commerce, had produced their effect. But even then, the analogy between life in the 18th century and life in the great period of ancient Rome was singularly close.

"In the fifty years between 1780 and 1830, a number of inventions came with a rush into effective operation. The age of steam power and of machinery was introduced. But for two generations, from 1830 to 1890, there was a singular uniformity in the principles of technology which were regulating the structure of society and the usages of business.

"The conclusion to be drawn from this survey is a momentous one. Our sociological theories, our political philosophy, our practical maxims of business, our political economy, and our doctrines of education, are derived from an unbroken tradition of great thinkers and of practical examples, from the age of Plato in the fifth century before Christ, to the end of the last century. The whole of this tradition is warped by the vicious assumption that each generation will live substantially amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children."

Whitehead's analysis clearly raises problems of security and stability, but these are chiefly problems of maturity — problems that give accelerated opportunity to youth.

My conclusion is this with reference to the long time point of view. In a society which is not subject to great change you have security and stability, but there is little or no increase in opportunity for youth. Change creates new opportunity although it is equally true that opportunities within this period of change may exist under strange names and in different areas. The catalogued opportunities of other years may be gone, but new opportunities exist for the explorer.

THE EXPLORER

"There's no sense in going further — it's
the end of cultivation,"
So they said, and I believed it — broke
my land and sowed my crop—
Built my barns and strung my fences in
the little border station
Tucked away below the foothills where
the trails run out and stop.

Till a voice, as bad as Conscience, rang
interminable changes
On one everlasting Whisper day and
night repeated — so:
"Something hidden. Go and find it. Go
and look behind the Ranges—
"Something lost behind the Ranges. Lost
and waiting for you. Go!"

And now for the second point of view: contemporary conditions and opportunity for youth. This can partly be gained from the literature we read and partly from what we observe. I have neither the time nor the the inclination to review contemporary literature bearing upon the present situation — social, political and economic. We all read plenty of it. But it may be interesting to point ou: some of the qualifying characteristics of this material.

It is well to bear in mind that contemporary literature if taken by weight or length does not give the

Some of the 1,000 Picnic Guests

true picture of the situation as a whole, or necessarily estimate its parts. The New York Times if taken as an index of what is happening on any one day devotes only one line to the very significant fact that the sun rose at a certain time and yet gives double column heads to the unusual phenomenon of "token payments on debts."

Current literature simplifies matters overmuch and substitutes a plain cause and effect relation where there are many complicated factors that forbid stating these problems in words of one syllable. This causes great difficulties. In Washington, moves have lately been made to produce particular results. The results are not forthcoming. Why? It is because the factors involved were for the most part unknown to the persons who made the plans.

A perfect example of this is the series of moves which have resulted in our present fifty-nine cent dollar. That prices rise when money is debased, the world discovered centuries ago. Upon commodity prices, devaluation can have but one ultimate effect. If all other things were equal, we might expect that in the course of time prices would rise in a ratio corresponding approximately to the amount of recent debasement. But of course all things are seldom equal and in the case of money they never can be.

In this case many circumstances conspire to make things very unequal. In the first place, the policy of inflation was adopted at a time of deep depression, when commodity prices had fallen to such an abnormally low level that a sharp recovery was inevitable as soon as the world's trade improved, restrictions were lifted, confidences returned, and credit again began to expand. There is much evidence that this process got slowly underway between the summer of 1932 and the spring of 1933. Since prices were too low under the existing gold standard, the average increase they should ultimately show with the devalued dollar will be much greater than would otherwise result from a debasement of 41 per cent.

In the next place, there are prices and prices, some of which always lag behind others. Commodities at wholesale, especially raw materials and foodstuffs, are the first to move: and their rise, like their subsequent fall, is greater than that of most, if not all, other prices. After a lag of varying lengths, retail prices follow wholesale; but their average rise, like their subsequent decline, is never as great. The price of labor lags behind advances in the cost of living, even though greater employment may increase the amount paid in wages. Rents, as a whole, lag even more; and the same is usually true of the price of government, i. e., taxes, though this will be different if a government undertakes to stimulate recovery by large expenditures. It might occur in a generation's time that all these prices would roughly adjust themselves to one another, and that their average, if it could be determined, might correspond approximately to the amount by which the dollar had been debased. But such perfect adjustment never has taken place, and will not in this instance.

In terms of gold, the devaluation policy and the other varieties of recovery-stimulant administered so liberally have not prevented commodity prices from falling about 27 per cent below the very low level which they reached last spring. Worse than this, since last July, manufactured goods have increased in price more than farm products, so that a maladjustment of long standing, which has intensified the depression and now retards recovery, still persists.

And yet there is real danger that the fifty-nine cent dollar may succeed too well. Even if we get recovery quickly enough to avoid an uncontrollable inflation, the growth of credit on the enlarged monetary base may easily result in dangerous inflation when confidence is fully restored. The fifty-nine cent dollar may be cosidered an accomplished fact. Its after effects on foreign trade and foreign exchange and on domestic bank credit, only to mention a few areas which may be affected, are for the present unpredictable. Quite a different characteristic of the times is the substitution of some abstraction, such as, capitalism as the cause of all our troubles. When people can represent to themselves as a cause some abstraction of which we have no clear idea whatever and turn it into a personality, preferably a beautiful goddess or an ugly devil, they are quite sure to have substantial following. The frequency and persistence of the "personal devil" theme needs no elaboration and its converts are many.

On the other hand, consider what we may have observed. Within our recollection we have seen it become normal for a great section of the population to be born in a hospital; to be educated in many schools with changing associates; to live in a succession of apartments in a variety of cities, never tasting the value of a home fixed to land and neighbors; only to die in a hospital and be buried in a grave unkown to and unoccupied by their ancestors. The neighborhood is destroyed as a social unit.

Within our own recollection we have also seen the application of science to agriculture cause us to produce more cotton, more wheat, more corn than we can consume. The application of technical developments has enabled us to produce more oil than 15 short years ago was estimated to be our total existing reserve. The application of the developments of chemistry and physics to medicine has enabled us to prevent or cure many of the dreaded maladies of former years. One interesting curiosity of the modern situation is that if a specialist group develops scientific knowledge and applies it to technical practice at too high a speed, you get social disorganization. This is especially true where the technical practice affects a group that is no party to the scientific knowledge. For example, engineering innovations have had a more disorganizing effect upon industry than biochemical discoveries upon medicine.

The point that I wish to make from a brief survey of literature and observations is that we are in the midst of a complex and very much interrelated situation for which there is no simple

PRESIDENT AND MRS. BRYAN JOIN THE GROUP

panacea — the elements are not economic or personal, but social, political, scientific. The shortening of the time-span of important change is a most prominent factor.

In the past the time-span of important change was considerably longer than that of a single human life. Thus mankind was trained to adapt itself to fixed conditions. But today this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions. It seems quite clear to me that of change and complexity we have plenty, and nowhere can I find the absence of opportunity.

The early settlers in this country primarily sought opportunity. They found danger, privation, adventure, starvation, but they also found opportunity. The pioneers who wandered westward also sought opportunity. You may have "day dreamed" over a history lesson and longed to have lived many years ago amid the romance and adventure of finding opportunity upon the ever westward pushing frontiers. Today you have such a chance. The frontier is not westward. You are upon it. Frontier life is never easy, it is surrounded with dangers, but still it holds out romance, adventure and opportunity to youth.

But what of the job of the universities in all this complexity and rapid change? They are the institutions that today must guide successive groups to a point of departure. What are the problems that the next quarter of a century will present to them?

In 1912 President Eliot wrote concerning the direction of growth of a live American University, "The growth is not initiative, but responsive." The expansion of universities is one marked feature of the social life in the present age. This growth of universities in number of institutions and in size, testifies that in the past they have responded to the needs of society. The primary reason for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to members of the faculty. Both of these functions could be performed at a cheaper rate. Books are inexpensive, and the system of apprenticeship is well understood, yet the chief impetus to the foundation and growth of universities has come in fairly recent times.

Universities have been responsive. Ohio University was founded before Ohio was admitted to statehood for the purpose of educating the children of the hardy pioneers who walked beyond the mountains and is an example. It was simply a reproduction of institutions themselves reproduced by the Eastern Seaboard when it was the frontier of the continent from English models that had their roots in the Middle Ages.

I need not trace the history of Ohio University from year to year. It has met the progressively insistent demand for teachers, ministers, engineers, agriculturists, lawyers, doctors and business men by responding to the changing demands of society. That it has met these demands well is shown by its graduates' accomplishments for a long period of years. And more recently in its history under the able leadership of President Bryan it has continued to be responsive and has advanced broadly, not only in the quality of its instruction and of the quality of its student body, but in the social organization of both faculty and students. Since a university is primarily a group of men and women, emphasis should be placed on the personal needs and quality of its members. Material equipment necessary for certain accomplishments should be subordinated to higher ideals of purpose. The quality of service which a university offers will be proportional to the capacity and distinction of its teachers and students. To discover, attract and select men, and to provide the conditions under which their talents may mature and bear fruit seem to me to have occupied a central part in the recent policies of this university and to have marked its great accomplishment.

This responsive growth of universities has not been accomplished without producing for each one of them a series of problems peculiar to itself and of these one is found in the internal complexities of organization. The character of responsive growth as contrasted with initiative growth makes for this. Nor am I advocating a theory of abstract learning. At no time have universities been restricted to pure abstract learning. The University of Salerno in Italy, the earliest of European universities, was devoted to medicine. In Cambridge, England, in the year 1316 a college was founded for the special purpose of providing "Clerks for the King's Service". Universities have trained medical men, teachers, agriculturists for many years.

But generalties require illustration. This growth by accretion means the successive additions of courses, departments, perhaps even schools or colleges with no relation save physical proximity and administrative organization.

There has been greatly increased elaboration of subject matter, a growth of courses dealing with increased detail of knowledge in particular fields which perhaps is the natural consequence of two factors. The professor who is interested in a particular field and has made a specialty of it is anxious to widen the horizon of knowledge in this field to its farthest limits, and this fact has a tendency to result in more and more courses. Secondly, outside agencies of which the medical schools are good examples have increased the requirements of their training so much as to have it begin in college and have thus imposed upon the colleges themselves somewhat rigid requirements in highly specialized subjects.

Both of these factors, admirable in themselves and excellent for their particular purpose, have tended to make it easier for the student to specialize and this specialization has coincided with the apparent requirements of the times.

And yet it is quite plain when we examine the present administrative leadership in business or in politics, to take an example, that the difficulties have not arisen through the administrators' inability to handle their specialized problems satisfactorily, but rather in the coordination of their specialties with the fundamental details of other specialties. Let us take as an example the Securities Act of 1933. It was drafted by lawyers who, so far as I have been able to discover, gave little attention to business realities or to human behavior. A business habit is a business reality. Let us grant that business habits make the Securities Act seem more forbidding and threatening than even its authors intended or than the Federal Trade Commission and the Courts would eventually interpret it. The check to private financing is no less real. With much idle equipment and inadequate returns on existing investment, great activity in expanding our factories was not to be expected; but even a small amount of additional employment in capital goods industries would have been a great aid to recovery and to the Administration. By increasing the risks of business men, the Act checks recovery. This simple case shows the severe consequences of the failure of one group of specialists, able in their own area, to understand the habits or realities of another group. Illustrations of failures in coordination between specialized groups could be multiplied without end.

The total offerings of the university have been made comprehensive, but often without any benefit to a student limited by time to the selection of only a few courses out of the whole. There is a certain heat and light resulting from concentration which may continue to make it attractive to many students, but there is a certain power and a unity that come from the development of fruitful intercourse among fields and from the cross fertilization of the arts and sciences which will be in great demand in the future. The lack of this is one of the great defects of the present.

The direct contributions of the university to the Nation or to society at large argue for a unity and flexibility. The economic, political and cultural life of man shows little respect for academic distinctions. There appear to be an increasing complexity and mutability in human affairs. The problems of today are not the problems of yesterday and no one can safely predict the problems of tomorrow. There is a premium, therefore, on those qualities of mind and character that develop invention and quick adaptation. The problems of the modern world are complex. They concern the arts and sciences not only individually or in their highly specialized forms that call for great expertness, but in their unity and relations one with the other. Their solution calls for wisdom as well as skill, and for men with a sound discipline and the capacity to take a broad view of situations as a whole.

Social problems embrace the arts of leisure as well as of livelihood and the needs of the spirit as well as the body. Considered as a repository of learning or as a consulting body to which society may turn for disinterested advice, a university must correspond to those social complexities, not only in their variety but in their scope and depth. Considered as a station for the recruitment and training of youth, a reservoir from which the arts and professions are replenished, and a spring from which public opinion and public taste are refreshed, the university should aim to implant in its students the qualities that will enable them to live in their contemporary world to the advantage of that world as well as of themselves. To this end the university should be peculiarly a place in which young men and women gain intellectual self-reliance, discrimination, sound judgment, and a power to keep their bearings amidst change and confusion.

Baccalaureate Sermon of 1934

Continued from p. 3 — where a powerful instinctive drive is opposed by considerations of prudence and principle, "the whole intellectual ingenuity of the man usually goes to work to crowd the right conception out of sight, and to find names for the emergency, by the help of which the dispositions of the moment may sound sanctified, and sloth or passion may reign unchecked. How many excuses does the drunkard find when each new temptation comes! It is a new brand of liquor which the interests of intellectual culture in such matters oblige him to test; moreover it is poured out and it is sin to waste it; or others are drinking and it would be churlishness to refuse; or it is but to enable him to sleep, or just to get through this job of work; or it isn't drinking, it is because he feels so cold; or it is Christmas-day; or it is a means of stimulating him to make a more powerful resolution in favor of abstinence than any he has hitherto made; or it is just this once, and once doesn't count, etc., etc., *ad libitum* — it is, in fact, anything you like except *being a drunkard*. *That* is the conception that will not stay before the poor soul's attention."

How easily David could have rationalized the deed to which Abishai tempted him! It would be simple, elemental justice, for one thing. Saul had persistently, murderously sought David, hating him without reason, and this would be but retribution. It could be construed as self-defence, for David would never be free from jeopardy and fear while this implacable enemy remained. It would be in the best interest of the kingdom, for Saul had a touch of madness, and his malady grew worse with the passing years. It would be in line with the purposes of God, for God had promised, through the prophet Samuel, that David should be king; and the deep sleep into which Saul and his army had fallen might well be a miracle of divine Providence. Moreover, the instrument of Providence is at hand; Abishai would deal the fatal stroke. David needed only to remain silent or to turn away; it was not necessary for him even to nod assent or to utter the Hebrew equivalents of the potent letters "O. K."

I confess that I am surprised and a bit abashed at the ease with which I can find plausible reasons for David to kill Saul. Perhaps we sophisticated moderns are too ready and facile with our rationalizations.

But David wasted no time dallying with considerations such as these. His decision reflects steadiness of purpose and remarkable objectivity of mind. Objectivity is a rare and difficult virtue. It is not easy to pass over one's personal likes and dislikes, to ignore old grudges, to avoid deflection of judgment by self-interest, to escape wishful thinking, to consider the situation objectively and on its merits, and so to reach valid conclusions. It is not easy when A. whispers that B. is thine enemy, and when you know that B. is your enemy, to remember that B. is the Lord's anointed and treat him as such.

Yet such objectivity of mind is absolutely essential, if you would be capable of any great enterprise that depends upon human cooperation. History has no finer example, perhaps, than the man whose destiny it was to bear the burden of our own Civil War and to save the Union — Abraham Lincoln. The three men of Lincoln's Cabinet who did most to help him sustain that burden and win through to victory — Seward, Chase, and Stanton — had treated him with contempt and even insult. Soon after Lincoln's inauguration, Seward wrote him an amazing letter, expressing in thinly veiled terms his feeling that Lincoln was incompetent to deal with the great issues confronting the country, and offering himself to assume the responsibility of national leadership. Lincoln gently but firmly showed him that that could not be, and they worked together in loyal friendship to the end. While yet a member of the Cabinet, Chase sought to be nominated for the Presidency in Lincoln's place; but Lincoln cherished no resentment, and soon thereafter appointed him Chief Justice of the Supreme Court of the United States. Stanton openly insulted Lincoln when they first met at a court of law in Illinois, refused to continue with a case if Lincoln were to be associated with him, and profanely called him a "gawky, long-armed ape." But in time Lincoln said: "The War Department has demonstrated the great necessity for a Secretary of Mr. Stanton's great ability, and I have made up my mind to sit down on all my pride — it may be a portion of my self-respect — and appoint him to the place." His trust was justified, and in the end it was Stanton who stood by Lincoln's death-bed and in reverent awe pronounced the solemn verdict: "Now he belongs to the ages."

When I conceived this sermon, it was my thought to seek an example of failure to maintain such objectivity of mind. I have decided not to name any such. Read any of the books that deal with the events of the past twenty years — histories, biographies, letters, records of diplomacy. Read Mark Sullivan's fifth volume of *Our Times*, entitled "*Over Here*." See how inextricably personal factors are involved in the chains of event that led to and have issued from the World War of 1914-1918; how statesmen have harbored grudges, and the fate of nations has hung upon personal issues that were in themselves trivial.

There are always two ways that one can follow. We can yield to impulse or order our lives by intelligence. We can deceive ourselves by rationalizing the drift of desire, or control our action by the exercise of reasonable choice among alternatives and their foreseen consequences. We can let our minds dwell upon the meanness, pettiness, and evil of our fellows; or we can seek to engage them and ourselves in purposes that lift us above our quarrels and give dignity and worth to life.

No one can doubt which of these ways befits the educated man. It is the way of imagination, of reason, of objective-mindedness, of faith in the possibilities of human nature. Much in our time inclines men to cynicism and despair: there are even forebodings that civilization is doomed. But that need not be. No fate is driving us to ruin. God is not our enemy. It is not God who has failed us in these difficult times. His bounty is still available. The resources of nature are still ample to sustain human life in abundance and peace. There is no sign that His love is tiring, His grace waning. No, if there is reason for anxiety today, it is not for lack of divine providence. It is because of human selfishness and frailty. Ignorance, folly, mismanagement, and greed have brought the world to its present sorry state. Our failures are our own. We can turn, if we will, to the higher way. It is still possible, as Paul put it, to be transformed by the renewing of our minds, that we may prove the good and acceptable and perfect will of God. May that be the happy destiny of you who today stand upon the threshold of life's major responsibilities. Upon your intelligence, and courage, your breadth and steadiness of purpose, your objectivity of mind, your good-will, your ability to cooperate, your faith in God and man, depends the future

President Receives Degree

The honorary degree of Doctor of Letters (Litt. D.) was conferred upon President Elmer Burritt Bryan, of Ohio University, at the commencement exercises at Otterbein College, Westerville, on June 11. President Bryan addressed the graduating class upon the subject "Becoming Citizens of a New World." The new degree adds to the already impressive array of letters following President Bryan's name.

Senior Faculty Member Chosen

Continued from p. 5 — semester's leave was voted to Mrs. Maude Cryder Mathews, '17, associate professor of German, for study in Germany.

Five members of the faculty were released because of a slight decline from peak years of attendance at the university (2,550 to 2,185). Three of those released are from the School of Music, one from the School of Commerce, and one from the department of Psychology.

The largest crowd that has attended graduation exercises at Ohio University for several years almost filled Alumni Memorial Auditorium on the morning of June 4 when 10 master's degrees and 321 baccalaureate degrees were conferred upon members of the senior class, while 87 two-year diplomas were awarded to persons taking the short courses in education. The degrees were conferred by President Elmer Burritt Bryan while the diplomas were presented by Dr. Frank B. Dilley, University Registrar.

The traditional academic procession was held just prior to the graduation exercises. Pictures of the procession will be found on pages 3 and 7. In the first picture the head of the procession is to be seen as it passes the Edwin Watts Chubb Library. In it are, by twos from front to back, President Bryan and Dean Biddle, Registrar Dilley and Dean Weigle, Dr. J. G. Collicott and Dr. T. R. Biddle (trustees), Gordon K. Bush, '23, and John H. Preston, '04, (trustees). Dean Chubb (who has stepped out of line and is barely discernible) and Dean McCracken, Dean Johnston and Dean Voigt.

In the second picture a section of the senior group is to be seen emerging from the shade of the McGuffey Elms and mounting the steps of the Auditorium.

The Ohio University Alumni Association

(Estabilshed June 22, 1859)

"To cultivate fraternal relations among the alumni of the University and to promote the interests of our Alma Mater by such means as the Association may from time to time deem best."

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